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ABSTRACT

Part of the National Women's History Project funded to promote the study of women in history, this unit will help second grade students learn about women's contributions to U.S. society. Equity cannot be achieved until equality is expected and until the contributions of all women are understood and accepted as a simple matter of fact. The unit contains six lessons based on biographies of women, past and present. The women were all self-sufficient people. They combined their work with their commitment to help others, particularly those of their own ethnic group. The women are Shirley Cachola, Dolores Huerta, Rosa Parks, Elizabeth Cady Stanton, and Annie Wauneka, representing major ethnic groups, and Elizabeth Blackwell, representing disabled Americans. Lessons also help students explore the concept of working in groups. Each lesson begins with a biography that teachers are to read to students. Discussion questions, suggestions for learning activities, and a student worksheet follow each biography. Students participate in class discussions, write stories, role play, and draw pictures. A bibliography of additional resources concludes the unit. (RM)

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ED260997

WOMEN AS

MEMBERS OF GROUPS

Second Grade Social Studies

ELIZABETH CADY STANTON
ELIZABETH BLACKWELL, M.D.
ANNIE WAUNEKA
ROSA PARKS
DOLORES HUERTA
SHIRLEY CACHOLA, M.D.

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TABLE OF CONTENTS

PREFACE	4
INTRODUCTION	5
TEACHER'S INSTRUCTIONS	6
INTRODUCTORY LESSON	8
ATTITUDE SURVEY	9
ELIZABETH CADY STANTON	10
ELIZABETH BLACKWELL, M.D.	16
ANNIE WAUNEKA	21
ROSA PARKS	26
DOLORES HUERTA	32
SHIRLEY CACHOLA, M.D.	38
CULMINATING LESSON	43
UNIT TEST	44
PERSONAL HISTORY BOOKLET	45
MINIATURES	47
ANSWER KEY	48
BIBLIOGRAPHY	49
GENERAL RESOURCES	51
NWHP RESOURCES	inside back cover

PREFACE

The National Women's History Project (NWHP) was funded under the Women's Educational Equity Act to produce this unit. The NWHP promotes the study of women in history on the premise that equity cannot be achieved until equality is expected, and until the contributions of all women are understood and accepted as a simple matter of obvious fact.

This unit represents the work of many women throughout the country who served as researchers, writers, readers, critics, and educators. The biographies were originally researched and written by women from a variety of states whose names appear on the appropriate stories.

We are particularly indebted to Claudia McKnight who worked with us throughout the development and completion of this unit.

The biographies were reviewed by race and equity specialists: Dr. Beryl Banfield, Kathleen Smith, Cora Watkins, and Dr. Leslie Wolfe. We appreciate their thoughtful suggestions.

A special thanks to the following educators and historians who also served as readers: Carol Burgoa, Louise Cooley, Elaine Covell, Marcia Pratt, Lori Rodrigues, Kathleen Smith, Barbara Tomin, and Kathie White. Ardella Tibby of the NWHP staff served ably and amicably as a critic and proofreader.

Field tests were conducted by the following classroom teachers: Paulie Clark, Velma DiMeola, Kathy Doran, L. Fraley, Loretta Garcia-Roberts, Kathleen Higgins, Bruce Luchessa, Claudia McKnight, Lesley Pillsbury McMenomey, Marilyn Strom, Gracye L. Stuckey, and Kalen Wood.

The wonderful coloring pages were drawn by Marybeth Crawford, who is also responsible for the overall design of the unit.

The typesetting was done by Valerie Adams and Karen Axt of Full Spectrum. Bonnie Eisenberg did the layout.

We welcome your comments, criticisms or suggestions about this multi-cultural unit.

Maria Cuevas **Molly Murphy MacGregor**

Bette Morgan **Mary Ruthsdotter**

Co-Directors

INTRODUCTION

The study of women's history offers teachers an opportunity to begin exploring with their students the too often ignored, multi-cultural stories of women's contributions to U.S. society. An expanded view of history, one which lauds our women heroes as well as our men, provides female students the opportunities to find themselves in the continuum of history. It encourages them to envision what they might become by learning of what other women have been. Simultaneously, male students gain an appreciation for the real lives and work of women, past and present.

While women have long constituted over 50% of America's population, the standard social studies texts fail to reflect this reality. These texts continue to view women from an incomplete perspective, as passive, non-participants in the nation's events.

This unit, based on the biographies of women from the past and present, was developed to facilitate the process of integrating women's history into the classroom curriculum. The use of biography as history provides historical information and role models for the young student in a comprehensible form. The personal history booklets which conclude this unit serve as a step on the way to students' understanding that they, too, will have a role in history. In essence, it is people just like themselves who make our shared history.

OUR HEROINES broaden the base of our becoming, spark our imaginations and encourage our commitment to do more than the expected, to be all that we can dream. We need to celebrate those whose names we have known since childhood. We need to discover those who have been hidden from history and those whose good work is now in progress. For our heroines inspire us to continue growing, not in size but in stature, not in one direction but in many dimensions.

Andrea Fleck Clardy
Heroines
Crossing Press

TEACHER'S INSTRUCTIONS

This women's history unit contains six lesson sets based on biographies of women, past and present. These women were/are all self-sufficient people. They combined their work with their commitment to help others, particularly those of their own ethnic group. The women, Shirley Cachola, Dolores Huerta, Rosa Parks, Elizabeth Cady Stanton, and Annie Wauneka, each represent one of the five major ethnic groups, while Elizabeth Blackwell represents disabled Americans. Additionally, overview lessons are included to help students explore the concept of working in groups.

Throughout their lives, children will be involved with many and varied kinds of groups. Knowing that people have joined together to improve their own lives and the lives of others helps encourage active citizenship. It also demonstrates the value of cooperative effort.

It is the goal of this unit to provide examples of people working together in groups. These women role models will serve as examples for the values of self-respect, tolerance and mutual regard for others.

The variety of activities offered with each biography will provide you with enough choices to stimulate the majority of your students. Activities for higher thinking skills such as observing, communicating both orally and in writing, comparing and reporting have been incorporated into the unit.

SEQUENCE OF ACTIVITIES

INTRODUCTORY LESSON (See lesson plan on page 8)

ATTITUDE SURVEY This is a paper and pencil exercise to assess the students' knowledge of the concepts and of the women in the unit.

OVERVIEW ACTIVITIES These introduce the main theme of the unit.

BIOGRAPHY

Read the biography to yourself. Do you have any supplemental material that would add to your class' enjoyment of any of the stories (e.g. films, filmstrips, slides, prints, records)? The bibliography included with this unit (page 49) will help. We suggest that you color a copy of the appropriate coloring page to give the students a visual image of the woman being discussed in the biography. Read the biography to your class.

BIOGRAPHY ACTIVITIES

LISTENING QUESTIONS Use these to have the students recall specific details from the story as a writing or discussion activity.

SUGGESTED ACTIVITIES These include small and large group discussions, class projects and individual activities.

STUDENT WORKSHEETS These worksheets reinforce either the key words or the key concepts in each story. They are to be duplicated for each student's use.

COLORING SHEET Distribute copies after the student worksheets are completed. Collect when complete and compile into booklets to be sent home with the student at the completion of the unit. The miniatures page can be duplicated and colored for the cover of the booklet.

CULMINATING LESSON (See lesson plan page 43)

UNIT TEST This activity provides a simple evaluation of the key concepts presented in the unit.

PERSONAL HISTORY BOOKLET This booklet reinforces the connections between the students' own lives and the lives of the women they have just studied.

BIBLIOGRAPHY

A bibliography of recommended resources is located at the end of this unit. It includes books on the women who have been presented as well as a list of general resources to help you write women back into history throughout the school year.

INTRODUCTORY LESSON

ATTITUDE SURVEY

1. Distribute copies of the attitude survey.

2. Assure the students that this survey is not going to be graded. It is only to stimulate their thinking.

OVERVIEW ACTIVITIES

1. Conduct an open-ended discussion of the various kinds of groups that the children are already a part of: family, school, class, friends, youth organizations, etc. Make a list on the chalkboard of all the groups. Have the children talk about what makes each group important to them.

2. Conduct a class survey. How many students have lived in this town their entire life? Ask those who haven't: Where did they live before living here? Why do people move from place to place (climate, work, family, etc.)? What might make your family move? Comment that the United States has people who have moved here from many different countries for many of the same reasons students have just given. The diversity of the U.S. population has broadened this country's social perspective and created an enriched, shared culture.

Name _____

FAIR OR UNFAIR?

Pretend that you are the mayor of your town. Read each law. If you think it is fair, circle the word **FAIR.** If you think the law is unfair, circle the word **UNFAIR.**

1. Only boys are allowed to use the park to play after school.
   FAIR **UNFAIR**
2. Every child may use the library.
   FAIR **UNFAIR**
3. Parents are not allowed to watch television.
   FAIR **UNFAIR**
4. Only women can be doctors and lawyers.
   FAIR **UNFAIR**
5. Men cannot be nurses or teachers.
   FAIR **UNFAIR**
6. Everyone may shop where they want.
   FAIR **UNFAIR**
7. Only rich people can go to school.
   FAIR **UNFAIR**
8. Only boys can vote.
   FAIR **UNFAIR**
9. Girls are the only ones allowed to play baseball.
   FAIR **UNFAIR**
10. Everyone has to go to bed at the same time.
    FAIR **UNFAIR**

Name _____

Elizabeth Cady Stanton

1815 - 1902

— An early organizer for women's rights —

ELIZABETH CADY STANTON

(Nov. 12, 1815 - Oct. 26, 1902)

by Mary Ruthsdotter

What do you do when you think something isn't fair? How do you feel? Do you try to change what's happening or do you not do anything? This is the story of a woman who worked to make this country fairer.

Elizabeth Cady Stanton was born over 150 years ago. Her ancestors had come here from Europe long before she was born. Her father's family came from England. Her mother's family was Scotch and Irish.

As a girl she heard a lot about laws that she thought were not fair. Elizabeth's father was a lawyer. Both men and women would tell him their problems. He usually couldn't help the women, though.

In those days, women had very few rights. Women could not own things by themselves. Everything they had really belonged to their fathers or their husbands, even though the women were grown-ups, too. If their husbands spent all of their money or were mean to them, the law could not help them. This was how the laws were written. Women weren't even allowed to vote on these laws that ruled their lives. Elizabeth thought this wasn't fair. Do you?

In a small notebook young Elizabeth made a list of all the laws she thought were wrong. One day she went to her father's office with her scissors. She planned to cut these laws out of his law books. Her father stopped her. He told her that these laws were in every lawyer's books, not just in his. He said that she had to go to the state capitol to change a law. She would have to tell the men making the laws how unfair they were to women. This was what she should do if she really wanted change to happen. When she grew up, Elizabeth Cady Stanton did just that! In fact, she spent almost all of her life working for women's rights.

There were many other laws and attitudes that Elizabeth worked to change. She thought it was very wrong for some people to own other people, called "slaves". She thought that women and children shouldn't be left without food because their husbands and fathers spent the family money on alcoholic drinks.

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In those days, women were supposed to wear dresses with tight waists and long, heavy skirts. Elizabeth thought these were an awful bother compared to bloomers, which were long, loose pants. She also thought that life would be fairer for everybody if women were able to vote just like men could.

Elizabeth Cady Stanton talked about all of these things in front of large groups of people. She became famous for her speeches. She was asked to travel to many cities and states to tell about her ideas. Her husband thought she should stay at home with their seven children. He felt her public speaking wasn't ladylike.

One of Elizabeth's best friends was Susan B. Anthony. Sometimes Elizabeth and Susan would spend long days working together. They took care of the Stanton children while they wrote newspaper articles and speeches or planned large women's rights meetings. Other times they would travel together to these meetings and help other women organize to change laws.

Many times Elizabeth was made fun of by other people who did not agree with her and her friends. She did not let these people stop her.

Elizabeth Cady Stanton was brave. She kept working for ideas she thought were right and tried to get other people to think about these ideas in new ways. When she was 80 years old, New York City honored her with a huge celebration. Because of her many years of hard work with thousands of people, some of the laws which were unfair to women had been changed.

Elizabeth Cady Stanton was not alive when women finally won the right to vote in 1920. I think she would have liked to have been there, don't you?

ELIZABETH CADY STANTON

Elizabeth Cady Stanton (November 12, 1815 - October 26, 1902) was an organizer of the first women's rights conference. She demanded that women be treated equally before the law and be given the vote.

LISTENING QUESTIONS

1. What things did Elizabeth Cady Stanton think were not fair?
2. What did she do to make the laws more fair?

SUGGESTED ACTIVITIES

Discussion:

1. Ask students if there is something going on that they think is not fair. What would they like to do about it in the future? What can they do about it right now?

2. How do people change rules and laws that are unfair to everyone?

3. How do people change their friends' minds when they think they are wrong about something?

Activities:

1. Have the students write their own story about Elizabeth Cady Stanton, emphasizing what they liked best about her biography.

2. As a writing exercise, have each student write four sentences using words from the following list: law, rights, friend, speech, meetings, change.

3. Have each student write and then give a one-minute speech to the class about something they feel is very unfair, or about the importance of equal rights.

Name _____

LEADERS AND FOLLOWERS

Read each sentence. If you think it is correct, write **true** on the line. If you think it is wrong, write **false.**

1. Elizabeth Cady Stanton was a leader _____
2. She thought that women should not vote. _____
3. Elizabeth wanted to change laws that were unfair to women. _____
4. Everyone always agreed with Elizabeth. _____
5. Leaders are always right. _____
6. Elizabeth's speeches helped people have different ideas about fairness. _____
7. Most groups of people need leaders and followers. _____
8. Sometimes followers have to decide if leaders are right. _____
9. I can be a fair leader. _____
10. Elizabeth died before women were given the right to vote. _____

Name _____

Elizabeth Blackwell, M.D.

1821 · 1910

— The first woman to graduate from medical school in the United States —

ELIZABETH BLACKWELL, M.D.

(Feb. 3, 1820 - May 31, 1910)

by Jean McLeod

What would you do if you wanted to do something very special and everyone told you that it was impossible to do what you wanted to do? Well, Elizabeth Blackwell grew up 100 years ago and did something that everyone told her was impossible for a girl to do. Listen to her story and find out what she did.

Elizabeth was born in England. She moved to this country with her family when she was seven years old. When Elizabeth was growing up, she went to school and studied to become a teacher. One day she went to visit a friend who was sick. Her friend told Elizabeth how much she wished she had a woman doctor to take care of her. The problem was that there were not any women doctors then.

"You like to study and learn different things. Why don't you become a doctor?" she asked Elizabeth.

Elizabeth liked the idea a lot. She wrote to many medical schools. She asked them if she could come and learn to be a doctor. They said no, she could not come because she was a woman. Women couldn't learn to be doctors. Do you think that was fair? Finally, a school in New York sent her a letter that said yes, they'd let her study medicine there.

She studied hard. She got good grades and was able to answer all of the hardest questions in her classes. Before long, everyone at the school was proud that Elizabeth was a student there.

Elizabeth graduated and was called Dr. Elizabeth Blackwell. She had learned much important information. She wanted to learn more. She wanted to go to another medical school in France.

She had the same trouble again. Because she was a woman, no French school would accept her, even after she had already proven she could do the work. It was that same old problem again!

"You have two choices," her American teachers told her. "You can

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dress like a man and get a doctor's education, or you can be a woman and study nursing." How do you suppose she felt when they told her that?

Of course, Elizabeth felt hurt and angry. She was a doctor. she refused to dress up like a man because she was a woman and she was proud to be one. She wanted to show everyone that women could be good doctors, too.

She went to France anyway. She worked as a student nurse in a big hospital. She wanted to learn from the doctors there. She especially wanted to learn more about taking care of mothers and babies.

One day Elizabeth was taking care of a baby who had an eye disease. As she was washing out the infected eye, some of the water squirted into her own eye. She rinsed out her eye, but by morning her eyes were swollen shut from the infection. The doctors thought she would lose her eyesight. A few weeks later, her left eye had to be taken out, but her right eye grew stronger. This was very upsetting, but it didn't make Elizabeth change her mind about being a doctor. She came home to the United States and opened her doctor's office in New York City.

She was now ready to help people. At first no one came. They had never been to a woman doctor. To show people that she was a good doctor, she taught classes. Women came to her classes. They began to learn how to take care of themselves. They liked the way Dr. Blackwell treated them. Soon Elizabeth had many patients.

To help more people, Elizabeth started her own hospital. She also began a medical school just for women. She wanted to help other women become doctors with good training. The women studying to become doctors at her school also worked at her hospital. In that way, they learned to be good doctors. She had not forgotten how hard it had been for her to learn to be a doctor when she was younger. She also remembered her sick friend who had wished for a woman doctor to help her.

Elizabeth Blackwell had done something that everyone said a

woman could not do! Before her life was over, she had also helped many other women do the same.

Are there people in your neighborhood who could use your help? Can you think of ways that you can help your friends? Maybe there will be a time when you will have information that other people don't have. Perhaps you will be able to help others by teaching them new ways. Maybe others will be able to help you by teaching you new ways to do things. What do you suppose?

ELIZABETH BLACKWELL, M.D.

Elizabeth Blackwell, M.D. (February 3, 1821 - May 31, 1910) became the first licensed woman doctor in the United States. She started a hospital and a medical school for women.

LISTENING QUESTIONS

1. Why did it take so long for Elizabeth to get into medical school?

2. How did she lose one eye? Did that keep her from being a doctor? Why not?

SUGGESTED ACTIVITIES

Discussion:

1. Ask students if there are jobs that they can't do because they are boys or because they are girls. Write the students' responses on the board. Ask the students if they think Elizabeth Blackwell would agree that some jobs are only for boys and some are only for girls. What would she say?

2. Ask the students what two ways Dr. Blackwell helped other women to become doctors. How did this help them? Why did Elizabeth Blackwell decide to help other women in these ways?

Activity

1. Have students discuss the various ways people stay healthy (exercise, rest, proper clothing and diet). Have students write a story about how each takes care of her/himself. Have them draw pictures to go with their stories.

2. Have the students write about their experiences going to a doctor. What was it like? Why did they go? Who helped them get well besides the doctor? (Note: The Cachola biography has an activity that ties both of these women doctors together.)

3. Conduct a discussion of each of the words on the student worksheet. Note the different meanings of the words "treat" and "patient", having students identify the appropriate meaning for the biography. Have the students complete student worksheet.

Name _____

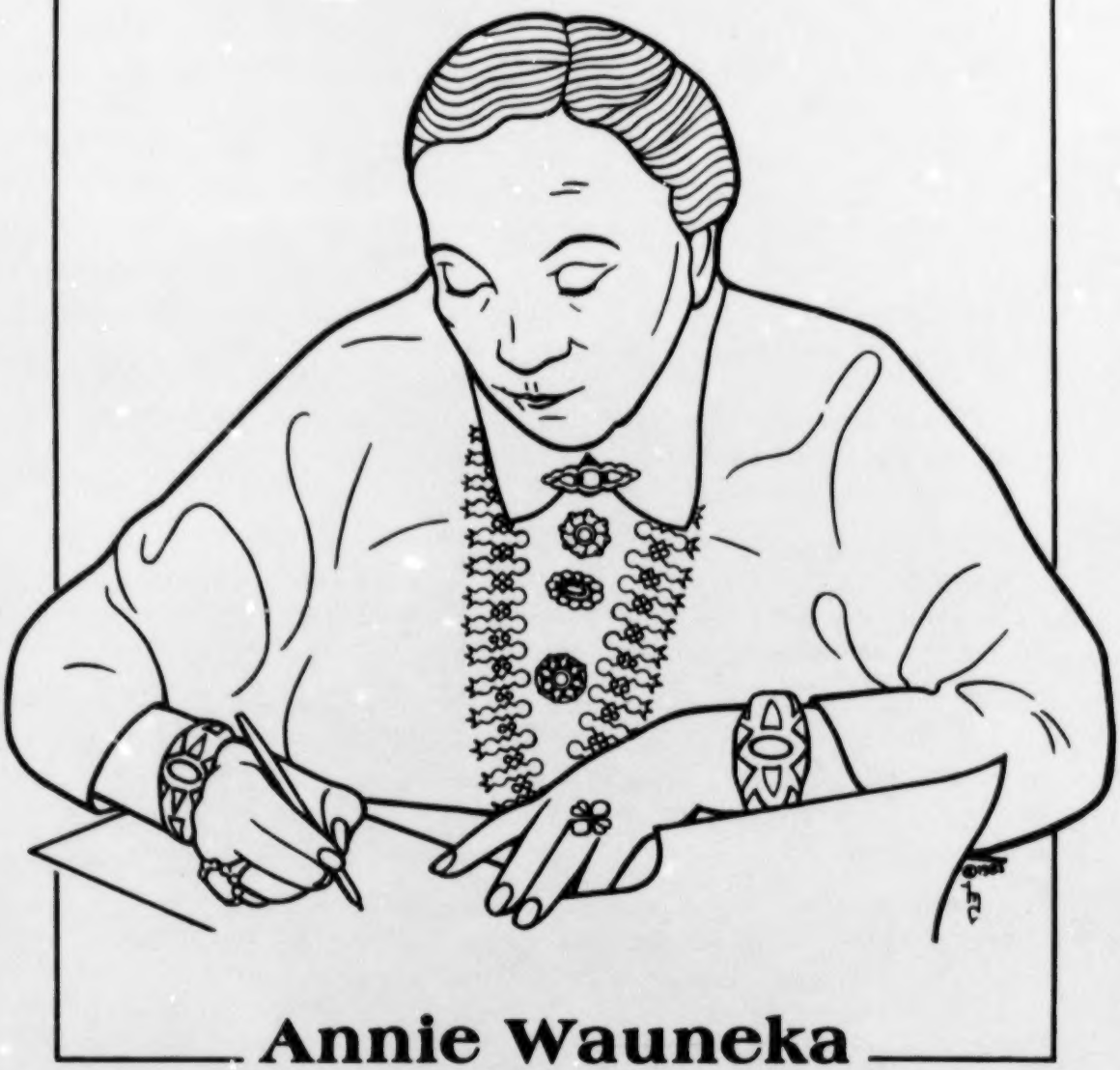
VOCABULARY WORDS

medical **class** **learn** **choices** **disease**
patients **hospitals** **questions** **treat** **health**

WRITE A STORY

These are some of the words from the biography of Elizabeth Blackwell. Use as many of these words as you can to write about the first woman doctor in the United States.

Name _____



Annie Wauneka

1910 -

— An advocate for Navajo health —

ANNIE WAUNEKA

(April 10, 1910 -)

by Molly MacGregor and Kathleen Smith

Are you ever afraid to try new things? How do you feel when you want to do something really different for the first time? Do your friends help you learn to do new things? This story is about a woman who helped her friends. She helped an entire nation of people. Her name is Annie Wauneka.

Annie is a Native American woman. She is a member of the Navajo Nation. Annie's father was one of the leaders of the Navajos. He was part of the Tribal Council which governs the reservation. As Annie traveled with him, he taught her all about Navajo traditions and about their very, very long and important history. She listened closely to their many Navajo friends and relatives when they talked about their lives. She was proud to be a young Navajo.

Her father felt that education was very important. He wanted Annie to learn all that she could. To go to school, Annie had to travel far away from home. It was too far to go home every evening. Annie lived there for months at a time, even when she was young like you.

One year, when Annie was away at school, a terrible flu epidemic started. She saw how sickness could kill people. Annie tried to help her friends. She fed the children who were too weak to feed themselves. Many of the children died. Can you imagine how Annie felt? Wouldn't you have been scared? It was a terrible memory that she never forgot.

Annie had been a good student at school. She was always learning. When she finished school, she came home. She married a Navajo man she had known from school. After their marriage, she continued to travel throughout the reservation helping and learning from her neighbors.

Her people liked her very much. They respected her as a leader. They chose Annie to be the first woman on the Navajo Tribal Council. Annie's special job on the Council was to take care of the people's health. She remembered the suffering caused by the terrible flu epidemic at her school when she was a child.

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She was concerned about the health problems of some of her neighbors. The Navajos have had many health problems since they have lived on the reservation. Many Navajos were sick with a strange and terrible disease. Many were dying. Annie was sure that by working together with her neighbors they could find the answers to these problems.

The Navajo doctors, called medicine men, were not able to help people with this disease. Remembering her father's words about learning all she could, Annie went to the white people's hospital to see what they knew about this disease.

She learned that the disease was found throughout the world. Thousands of people in many different countries had also died from it. The disease was called Tuberculosis, or T.B.

In the Navajo tradition, the medicine men go to sick people in their own homes to help them. The white doctors wanted sick people to come to them. Then, the sick people were sent to a hospital to keep the disease away from their families.

The Navajos feared the hospital. It seemed like such an unfriendly place. Annie wanted her people to try this new cure. She knew the Navajos wouldn't want to go to the white doctors. What could she do?

She decided to talk with the medicine men of her tribe. She explained to them that the disease was not a Navajo disease. She asked them to talk with the white doctors about what to do.

The medicine men are respected leaders of the Navajo people. Once they began working with the doctors at the hospital, the Navajo people were more willing to go to the hospital for treatment. Annie would visit patients there every day to help comfort them in their unfamiliar hospital rooms. She visited their families at home to teach them about TB and how they could stay safe and healthy. Many people were cured. Many others were helped.

Today, Annie Wauneka still lives on the Navajo reservation. She is busy every day, working with other Navajos on health and education projects in both traditional and new ways.

ANNIE WAUNEKA

Annie Wauneka (April 10, 1910 -) is a member of the Navajo Tribal Council. Her work as a health care organizer has saved many lives.

LISTENING QUESTIONS

1. Did Annie Wauneka go to a school in her own neighborhood? Did she come home every afternoon? Why not?

2. What caused the disease that killed so many of the Navajo people?

SUGGESTED ACTIVITIES

Discussion questions

1. What was Annie Wauneka's special job on the Tribal Council? Why did she want this job?

2. Why didn't Navajo people want to go to white doctors? Who did Annie work with to try to change these ideas? Why did the Navajo trust her? What did she do to help the sick people in the hospital?

Activity

As the result of wars with colonists and the US government in the Southwest, the Navajos lost most of their land. This happened to Native Americans coast-to-coast. They were forced to relocate on designated "reservations". Often this land was of little or marginal value to anyone. Discuss this situation with your class, and demonstrate this encroachment by the following activity:

a. Designate the hall outside your classroom as the Atlantic Ocean. Describe how difficult the crossing trip was for early colonists. Designate the classroom as continental North America, "the new land".

b. Go outside with ten students and re-enter the classroom, having just completed a long, long ocean crossing. Communicate by pantomime as your languages are different, asking for a place to live and land for growing food.

c. Ask the students still in the room, representing Native Americans, to give your group the land you need. Draw a line, imaginary or with chalk, around the area given to the new settlers.

d. Who's that at the door? More settlers? Repeat the process over and over until the students/native people either have little land left or rebel actively.

e. What? Another boat?!

f. Discuss what solutions might have been worked out. Compare this to the actions which resulted in the deaths of millions of native people and many settlers, and the establishment of "reservations".

Name _____

KEY WORDS

Choose the right word to finish these sentences. Write it in the blank space.

Native American **health** **Navajo** **traditions**
doctor **reservation** **medicine men**

Annie Wauneka is a _____ _____ woman.

Annie and her family belong to the _____ nation.

Her father taught her Navajo stories and _____ .

Navajo doctors are called _____ _____ .

Annie was concerned about people's _____ .

Annie Waunkea lives on the Navajo _____ .

WORD SEARCH

All of the words above are in this puzzle. Can you find them all? They might go across or down.

G	D	O	C	T	O	R	B	X	S	T
C	Z	L	I	A	A	T	J	H	U	R
A	C	N	W	G	B	N	D	E	K	A
R	E	A	M	E	R	I	C	A	N	D
L	O	T	E	R	M	H	K	L	A	I
G	O	I	N	M	Q	Y	P	T	V	T
Z	F	V	Q	S	V	N	S	H	A	I
C	M	E	D	I	C	I	N	E	J	O
R	E	S	E	R	V	A	T	I	O	N
F	A	C	N	W	E	R	G	C	D	S

Name _____

Rosa Parks

1913 -

— A leader of the Civil Rights Movement —

ROSA PARKS

(February 4, 1913 -)

by Kathie White

How would you feel if people were always telling you that you couldn't do things that other children could do? Imagine that you could only play at certain playgrounds. If you wanted to ride the city bus you would have to pay money like everyone else, but you would not be allowed to sit anywhere you wanted. Imagine that all this were happening just because you are Black. Well, all these unfair things, and many more, happened to Rosa Parks. Listen to her story and find out what she did about them.

Rosa Parks, a Black woman, grew up in a town with lots of different rules for different people. Black and white people had to drink out of different water fountains. They could not eat at the same food counters together. White children went to schools that were nice and modern, but Rosa went to school in an old one-room building with very few windows, desks or books.

Black people could not sit anywhere they wanted on the city bus, either. Only white people got to sit up front. Black people had to sit in the back of the bus whether they wanted to or not. When there were not enough seats for white people, the bus driver would make the Black people stand up to ride. If they didn't, they would be arrested.

"This is so unfair!" Rosa thought, "I pay the same amount as a white person and I should be able to sit anywhere I want. I shouldn't have to give up my seat if I don't want to." She hated taking the bus for that reason.

Rosa was a quiet and gentle person, but she believed in defending herself. She decided to join a group that worked for fairness for Black people. The group she joined is called the National Association for the Advancement of Colored People, or NAACP for short.

One day after work, Rosa Parks decided to take the bus home. She sat down in the Black section, but the bus was very crowded. She was asked to give up her seat for a white person. Something happened inside

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of her head. She was angry and tired of the many, many unfair laws against Black people. This time when she was told to give up her seat she very calmly said, "No". Because she was breaking the law, a sheriff took her off the bus and arrested her.

The NAACP helped get Rosa out of jail. She still had to go to court because she had broken the law. At least she was out of jail until then.

Many Black people were angry. They thought that Rosa was very brave because she said, "No". They knew the law was wrong. What could they do? They decided that none of them would ride the buses that Monday. They would show the bus company that they would not pay to ride on the buses until all Black people were treated fairly. Staying away like this is called a boycott. Rosa Parks and Dr. Martin Luther King Jr., were the leaders of this boycott.

On Monday, Black people throughout the city walked to school and work. It was almost like a parade, but they were very, very serious. Black people were boycotting the buses.

This bus boycott was the beginning of the Civil Rights Movement. Rosa Parks had said "No" and thousands of people joined with her to change an unjust law.

Walking every day was very inconvenient for many of the Black people. They had to get up extra early to walk to work and still be there on time. People that owned cars shared them, but lots of people walked. They were fighting the bus owners peacefully. The buses were half empty now and the bus company was losing money. Soon people all over the United States knew about the bus boycott.

Rosa went to court and was found guilty of breaking the law. Rosa and her husband were fired from their jobs. Their lives were threatened. Some Black people's homes were bombed. Many more Black people were arrested. The law didn't do anything to help them. Rosa was afraid but she kept on fighting. This gentle but strong woman was educating the whole country by her powerful actions.

Her case went to the highest court in the nation, the Supreme

Court. It took almost a year for the Supreme Court to decide that the bus company rules had been wrong. The owners were not obeying the United States Constitution. What a victory! What Rosa had done helped many Black people all over the country feel stronger and braver. They began to work for equal rights in their own cities, too.

Rosa Parks has received many awards and honors for what she has done. She is a symbol of courage for all women and men. Her powerful word, "No", has helped our country become a fairer place for all people.

ROSA PARKS

Rosa Parks (February 4, 1913 -) is an activist for civil rights. Her action resulted in changed laws and expanded consciousness about the rights of people in this country.

LISTENING QUESTIONS

1. What were some of the things that Rosa was not allowed to do that white people could do?
2. Why was Rosa arrested?
3. What did the people in this story boycott? Why?

SUGGESTED ACTIVITIES

Discussion

1. Could Rosa Parks have changed the law by herself? Why *did* the laws get changed?
2. Have you ever seen a group of people protesting for change in your town or on television? What change did they want to happen? (possibilities: jobs, nuclear energy, military, school policies) Were they successful?

Activities

1. Role Playing: Have the students role play Rosa Parks' experience on the bus. Line up chairs in rows to simulate bus seats. The white seating section of the bus is in the front, with the Black section toward the back.

Roles: Bus driver, Sheriff, Black bus passengers, white bus passengers and Rosa Parks.

Situation 1: White bus riders get on the bus, pay their fare and take a seat in the white section. Black riders get on the bus, pay their fare, get back off and walk to the back door in order to enter the bus. Then they go to a seat in the Black section.

Situation 2: Rosa Parks gets on the bus to pay her fare, then gets off, walks to the back door, gets on, and takes her seat in the Black section.

Situation 3: More white riders get on. There are not enough seats in their section. The bus driver tells Rosa to stand up because the white riders need the seat. Rosa says, "NO".

Situation 4: The bus driver leaves the bus and comes back with the Sheriff. The Sheriff arrests Rosa and takes her off the bus.

Have the children talk about this experience and how they felt in their roles. What did they like? What didn't they like? It is best to do the exercise more than one time, so students can fill the different roles.

2. Discuss how to do the **OUR RIGHTS** worksheet. After they are all completed, go back through each question and the answers the students have chosen.

Name _____

OUR RIGHTS

We have many rights. We cannot take away other people's rights or hurt their lives or property. Read each sentence. If it is right, put an **R** in the first column. If it is not right, put an **N** in the column or columns that tell why.

	Right	Takes Away Rights	Hurts People	Hurts Property
1. I am free to go to school.	____	____	____	____
2. I am free to grow up and work at any job I want.	____	____	____	____
3. I am free to choose my friends.	____	____	____	____
4. I am free to break windows.	____	____	____	____
5. I am free to own other people.	____	____	____	____
6. I am free to disagree with our leaders.	____	____	____	____
7. I am free to take things that are not mine.	____	____	____	____

Name _____

Dolores Huerta

1930 -

— The Vice President of the United Farm Workers Union—

DOLORES HUERTA

(April 10, 1930 -)

by Molly MacGregor

Have you ever planted a garden? Have you watched vegetables or flowers grow from small seeds? Planting and harvesting vegetables and fruits is important work. People who do this work are called farmworkers. This story is about a woman who is one of the leaders of the farmworkers in this country today. Her name is Dolores Huerta.

Farmworkers work in the fields in all kinds of weather. They tend the plants and keep them healthy. When the vegetables or fruit are ready, they pick them and put them into boxes.

When Dolores was a little girl, her father was a farmworker. Her brothers picked tomatoes in the summer. They worked long, hard days and were paid very little. Dolores knew what hard work it was from listening to them talk.

Her mother ran a lunch counter and, after many years, saved enough money to buy a hotel. Dolores helped her mother with the hotel when she was growing up. Her mother didn't want Dolores to have to work in the fields. She encouraged her to be a good student, which she hoped would help her get a better job.

Dolores liked school a lot. She especially liked being with her friends. The children in her school were from very different groups. There were Mexican-Americans, Afro-Americans, Native Americans and Italian-Americans. Most of the students came from poor families. This did not seem to matter because everyone was treated the same. All the children worked and played together. Dolores thought that life would always be like that.

When Dolores went to high school, though, things were different. Some students came from families that were very rich. Others were from families that were very poor. Students did not treat each other equally. Some people told her that she could not be intelligent just because she was a Mexican-American. One of her teachers even told her this. Imagine

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how this made her feel!

Dolores knew they were wrong. She knew that she was very lucky because she knew two languages instead of one, Spanish and English. As a Mexican-American, she had the cultures of two countries to celebrate. She knew that other Mexican-American people were being treated unfairly, too. She wondered what she could do to make things more fair.

Dolores went to college and became a teacher. Many of her students were children of farmworkers. They were very poor. Sometimes they could not afford to buy shoes. Often they did not have enough food to eat.

Dolores decided to work directly with her students' parents. She talked to them about how laws are made to protect people's rights. She helped organize meetings so that people could begin working together. Believing that farmworkers would get more rights if they voted, she encouraged them to vote. In one year, she got 150,000 people to register to vote!

That same year, Dolores met Cesar Chavez, the leader of the United Farm Workers Union. She was glad to learn about the work he and his organization were doing. They were helping to make sure that farmworkers had good pay, good housing, and safe working conditions. He asked her to work full time for the farmworkers' union as an organizer.

Dolores had to make a difficult decision because she had many responsibilities in her own home. She was married and had eleven children. This new job would mean that she would have to be away from home a lot. She remembered how hard her mother and father had worked. She thought about how some people had treated her because she is a Mexican-American. This new job would help many, many people. She decided she would do it. Her children agreed with her. They said they would help her whenever they could.

As a union organizer, there is much to do. Dolores often works from early, early morning until late at night. She listens to the farmworkers to find out what they need. She explains how joining the

union will help them get better working conditions. Then, she works to make sure that the union is able to help the farmworkers.

When she travels throughout the country, she speaks at rallies and other events. People listen carefully to what she has to say. Her speeches are very exciting. She has encouraged thousands of farmworkers to join the union. Her work has been very successful. The government has passed new laws that have given more rights to farmworkers.

Dolores Huerta continues to work for better laws to protect the rights of farmworkers. Today, she is the vice president of the United Farm Workers Union. She is a very important leader.

DOLORES HUERTA

Dolores Huerta (April 10, 1930 -), is a Vice-President of the United Farm Workers. She organizes to get better working and living conditions for people who work in the fields.

LISTENING QUESTIONS

1. What are two jobs that farm workers do?

2. What happened to Dolores Huerta in high school?

SUGGESTED ACTIVITIES

Discussion:

1. Dolores Huerta wanted to help other Mexican-Americans. Ask your students to tell you what she did to be helpful. Ask them if they can think of any other ways to be helpful like Dolores Huerta.

2. Lots of people who work belong to unions. What does this story tell us about unions? Ask if anyone in your students' families belong to a union. Which one?

Activities

1. Have the children select a specific, familiar fruit or vegetable to talk about through the entire, long process of food production and distribution, from planting the seeds to the food they eat at their own tables. Write the steps on the blackboard as they come up. These steps can include: preparing the ground, planting, weeding and otherwise caring for the tender plants, watering, weeding (again!), killing pests, harvesting the crop, taking the food to a packing shed, sorting and packing the food for grocery stores or canneries, delivering the food to a distribution center, selling to stores, and delivering it to those stores, displaying and selling it, and, finally, someone taking it home to cook and eat it.

2. Have the students draw pictures of the different steps noted on the blackboard in Activity 1. Combine these into a long story mural. Have each step labeled carefully by the artists. Display the mural in the school hallway or some other worthy place!

3. On a sheet of paper, have each student draw a vertical and horizontal line, dividing the page into even quarters. In four pictures they now retell the story of Dolores Huerta's life, providing brief captions for each illustration.

Name _____

WORD SCRAMBLE

Match the following scrambled words with their correct spelling:

chetear	**farm**	**hocols**	**home**
innou	**teacher**	**leph**	**school**
marf	**union**	**emoh**	**help**
kwro	**work**	**tenev**	**speech**
leppeo	**place**	**onij**	**event**
aplec	**people**	**cheeps**	**join**
bjo	**seeds**	**rafi**	**laws**
essed	**field**	**slaw**	**new**
delif	**job**	**wen**	**fair**

Look at each set of sentences. Underline the ones that Dolores Huerta would say:

1. a. "Farm work is hard."
   b. "Farm work is easy."
2. a. "Some people should have more rights than others."
   b. "Everyone should have equal rights."
3. a. "My people are not important to me."
   b. "I'm very proud to be a Mexican-American."
4. a. "Women and men belong to the farm workers' union."
   b. "Only men belong to the farm workers' union."

Name _____

Shirley Cachola, M.D.

1947 -

— The Executive Director and Chief Physician of an urban health center —

SHIRLEY CACHOLA, M.D.

(October 3, 1947 -)

by Lynn Rogers

What happens when you get sick? Do you sometimes stay at home and rest to get well? Do you sometimes go to a doctor? What would happen if the doctor was far away and spoke a language different from yours? This is the story of a little girl who grew up in a town without a doctor. Most of the people there spoke very little English. The girl's name is Shirley Cachola.

Shirley grew up in a very small town. It was divided into two parts. All the white people lived in one neighborhood. Everyone else lived in another, smaller neighborhood. Shirley's family is Filipino-American. They lived in the smaller part of the town.

Shirley's mother ran a store in their neighborhood. Most of the customers were Filipino farm workers. The farm workers would come to the store after work to buy the things they needed and to visit with Shirley's family. There were not very many other Filipino women or children in the town. The men enjoyed talking with the Cachola family. Shirley, her sister and her brothers liked the workers because they gave them so much attention. They called all of the men "Uncle".

One day her favorite "Uncle" did not stop by the store after work. Shirley missed seeing him so she decided to go visit him. When Shirley got to his room, the door was locked. She knocked but he did not answer. She climbed up and looked in his window. There he was, lying on the floor! Shirley was very scared. Her "Uncle" was too sick to get up.

Shirley ran as fast as she could to call for help. Finally, an ambulance came. There wasn't even one doctor in their small town. When her friend needed help he had to travel a long way. Even after he got to the doctor, it was hard for her "Uncle" to explain just what was wrong. Like many Filipino-Americans in the town, her "Uncle" did not speak English very well. The doctor had a hard time understanding what he was saying.

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Shirley could easily understand what her Filipino friends were saying. She decided, right then and there, that she would become a doctor when she grew up. First, though, she knew that she would have to go to school for a long time. There was so much that she would have to learn.

Shirley Cachola worked hard in medical school. It was not easy for this Filipino girl to become a doctor. She did not have much money to live on while she was in school. Shirley was determined to learn how to help others live healthy lives.

She says, "I studied hard, and I learned how to take care of sick people. I went to work in a poor neighborhood so I could be near the people I wanted to help. I do a good job with Filipinos because I understand them. They are very polite. They don't want to hurt their doctor's feelings. Sometimes they may tell the doctor that they are getting well when they are not. I know how to get them to let me really know what hurts so I can make them better."

Now Shirley is very busy helping people get well. She is a doctor at a city health clinic. She is also the director of the entire clinic. That means that she is in charge of all the other doctors, nurses, secretaries, custodians and laboratory workers. She has to make sure that thirty-five other people are doing their jobs well while she does hers, too.

"Sometimes it's hard being the boss," she says. "People don't always like you, and I like to be liked. Everyone at the clinic wants to do what is best for the sick people who come here."

When Shirley is not working at the clinic, she teaches other doctors. She tells them how to understand people who cannot speak English, or who speak with strong accents. She explains how one word can have a different meaning in another language.

"Sometimes I wish I weren't so busy and could be at home more with my husband and our two girls," Shirley says. "They are doing fine and they are proud that I am giving people the good health care they need. I know my 'Uncle' would be proud of me, too."

SHIRLEY CACHOLA, M.D.

Shirley Cachola (October 3, 1947 -), is a Filipino-American doctor. She directs an urban medical center for the poor.

LISTENING QUESTIONS

1. Who are the people that Dr. Cachola helps?
2. How does she help them?

SUGGESTED ACTIVITIES

Discussion

1. What were some of the reasons that Shirley's "Uncles" had trouble explaining their illness to a doctor? Ask your class how they would explain their symptoms to a doctor who couldn't understand their language.

Activities

1. Shirley's family came to this country from the Phillipine Islands. Where are the Phillipines? Locate them on a world map. Locate the United States. Which of the states do you live in? Where is it on the map?

2. Two of the women in this unit were doctors. Ask the students if they know any women who are doctors or dentists. Are any working in this town? What questions would they like to ask a woman doctor? Have the class write a letter inviting one of the women doctors in their community to come and speak to them. Have them enclose their questions so she will have an idea of what the class wishes to know.

Name _____

BREAK THE CODE

Use the code below to write each word from the story:

Filipino doctor poor people well care sick woman

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

_____

6 9 12 9 16 9 14 15

_____

4 15 3 20 15 18

_____ _____

16 15 15 18 19 9 3 11

_____

16 5 15 16 12 5

_____ _____

23 5 12 12 3 1 18 5

_____

23 15 13 1 14

Use some of the words to write two sentences about Dr. Cachola.

_____

_____

CULMINATING LESSON

UNIT TEST

1. The unit test is a simple matching exercise. The student is to match the statements in column one with the correct woman's picture in column two, and circle the woman she/he most admired.

2. Distribute a copy to each student for completion.

3. Check and discuss the answers.

PERSONAL HISTORY BOOKLET

The booklet reinforces the connections between the student's own life and the lives of the women just studied. If at all possible, it should be completed at home with the help of the student's family.

1. Copymasters are included to be copied on both sides of one page for each student.

2. Each student is to draw a picture of her/his family on the cover page of the booklet.

3. On page two, the student lists the groups to which she/he belongs (e.g. family, school class, teams, etc.).

4. On page three, students fill in their family tree.

5. On page four, the student draws and labels the special groups in her/his life (classmates, team, youth group).

PORTRAITS BOOKLET

1. Compile each student's coloring sheets into a booklet.

2. Have each student color a miniatures page to use as the cover for the booklet.

Name _____

WHO AM I?

Draw a line from the sentence to the woman who might have said it about herself.

"I am a Mexican-American woman and a leader of the United Farm Workers."

"One day I said 'No', and changed the lives of many people."

"I am a Navajo Indian who helps my people."

"I was the first woman doctor in the United States."

"I worked my whole life to change laws and give women their rights

"I am a Filipino doctor who helps poor people."

SHIRLEY CACHOLA

ELIZABETH BLACKWELL

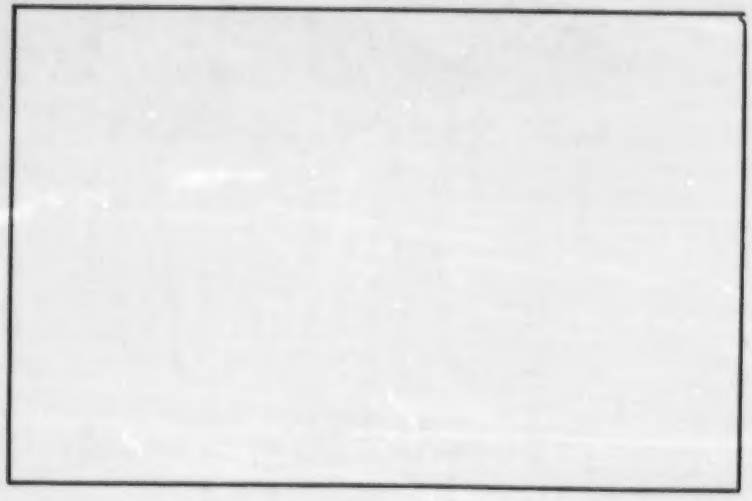
ELIZABETH CADY STANTON

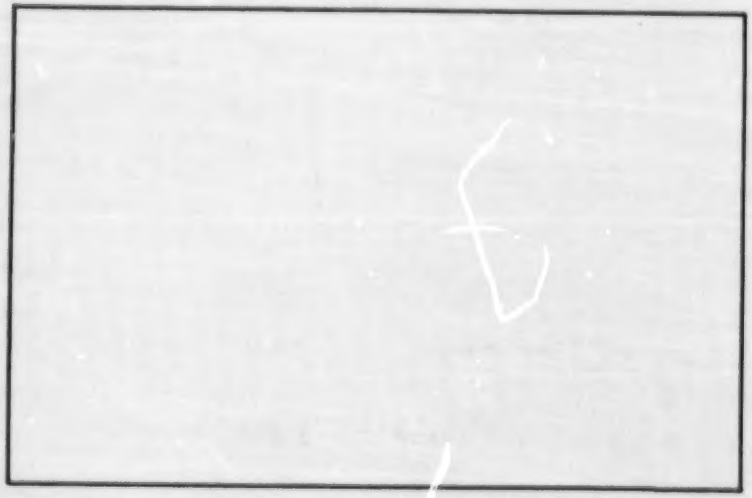
DOLORES HUERTA

ROSA PARKS

ANNIE WAUNEKA

My Special Groups





47

PERSONAL HISTORY BOOKLET

My Family

Name _____

Second Grade 19 ___

School _____

Teacher _____

48

I belong to these groups

1 _____

2 _____

3 _____

4 _____

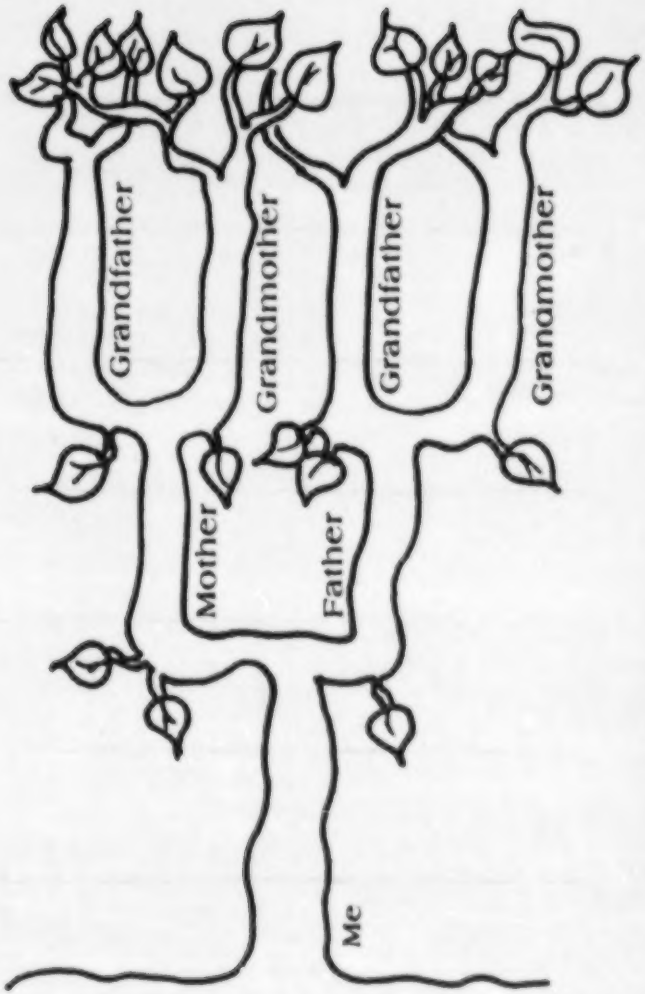
5 _____

6 _____

7 _____

8 _____

9 _____



Family Tree

ELIZABETH CADY STANTON

ELIZABETH BLACKWELL

ROSA PARKS

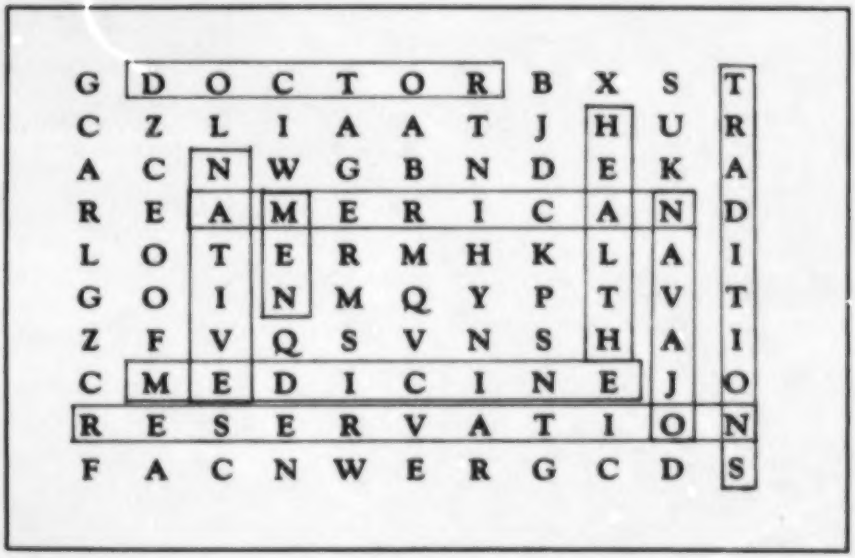
DOLORES HUERTA

ANNIE WAUNEKA

SHIRLEY CACHOLA

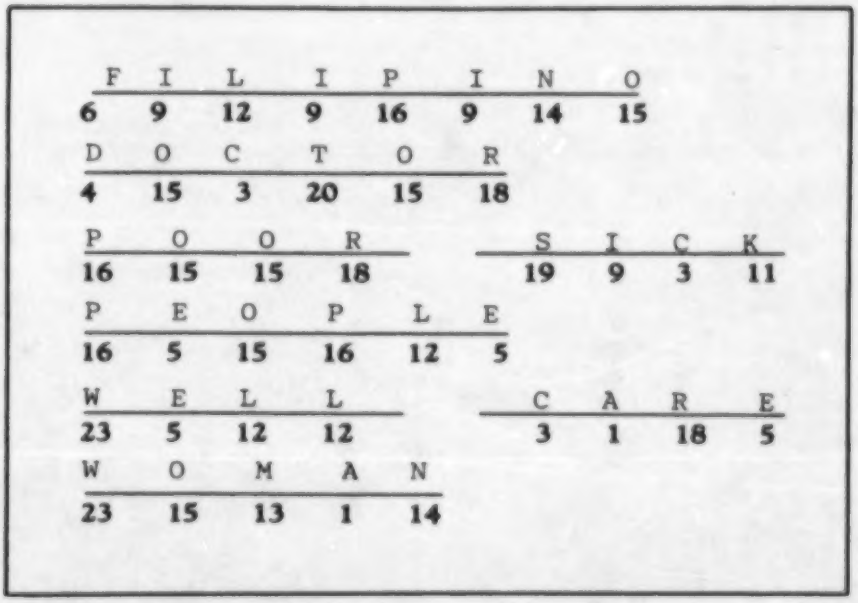
ANSWER KEY

ANNIE WAUNEKA



G	D	O	C	T	O	R	B	X	S	T
C	Z	L	I	A	A	T	J	H	U	R
A	C	N	W	G	B	N	D	E	K	A
R	E	A	M	E	R	I	C	A	N	D
L	O	T	E	R	M	H	K	L	A	I
G	O	I	N	M	Q	Y	P	T	V	T
Z	F	V	Q	S	V	N	S	H	A	I
C	M	E	D	I	C	I	N	E	J	O
R	E	S	E	R	V	A	T	I	O	N
F	A	C	N	W	E	R	G	C	D	S

SHIRLEY CACHOLA, M.D.



F	I	L	I	P	I	N	O
6	9	12	9	16	9	14	15

D	O	C	T	O	R
4	15	3	20	15	18

P	O	O	R
16	15	15	18

S	I	C	K
19	9	3	11

P	E	O	P	L	E
16	5	15	16	12	5

W	E	L	L
23	5	12	12

C	A	R	E
3	1	18	5

W	O	M	A	N
23	15	13	1	14

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*Available from the National Women's History Project. Send for the Resource Catalog, P.O. Box 3716, Santa Rosa, CA 95402

GENERAL RESOURCES

If you want to continue to explore women's history, we suggest that you consider the following general resources.

*FAMOUS AMERICAN WOMEN; A BIOGRAPHICAL DICTIONARY FROM COLONIAL TIMES TO THE PRESENT, Robert McHenry, editor. 1035 biographies. Arranged alphabetically, indexed by field. Each biographical sketch includes approximately 400 words. Grades 9-Adult.

*NOTABLE AMERICAN WOMEN: 1607-1950, Edward T. and Janet Wilson James, editors. A remarkable compilation, including the life stories of 1359 women, 3 volumes, grades 9-Adult.

*NOTABLE AMERICAN WOMEN: THE MODERN PERIOD, Barbara Sicherman and Carol Hurt Green, editors. Companion to the 3-volume Notable American Women, this resource includes life stories of 442 women who died between 1951 and 1975. Grades 9-Adult.

*CONTRIBUTIONS OF BLACK WOMEN TO AMERICA, Marianna W. Davis, editor. The works of American Black women over the past two hundred years are chronicled by topic and indexed by name in two volumes, photos. Grades 9-Adult.

*WITH SILK WINGS: ASIAN AMERICAN WOMEN AT WORK, Elaine Kim. Unique histories of 52 contemporary women of Chinese, Filipino, Japanese and Korean ancestry in 52 occupations. Photos of each. Grades 7-Adult.

*A HISTORY OF WOMEN IN AMERICA, Carol Hymowitz and Michaele Weissman. From European colonization to the contemporary U.S. women's movement. Needs to be supplemented by resources on Native American and Hispanic women. Grades 9-Adult.

*RECOMMENDED RESOURCE BIBLIOGRAPHY, 1982. National Women's History Project. Hundreds of items reviewed by Project staff with the best carefully annotated and listed by grade level. Grades 1-12.

MARVELOUS MISCELLANY

*WOMEN OF COURAGE, The Eclectic Company. Innovative 45 rpm records each tell the true-life story and sing a rousing song about the life of one American woman: Sybil Ludington, Harriet Tubman, Buffalo Calf Road Woman, Sally Ride, Gertrude Ederle or Susan B. Anthony. Early childhood-Grade 4.

*NATIONAL WOMEN'S HALL OF FAME COLORING BOOK, Carol Stallone, editor. Line drawings of 15 women from the National Women's Hall of Fame: Mother Seton, Juliette Low, Amelia Earhart, Babe Zaharias, Abigail Adams, Harriet Tubman, Helen Hayes, Clara Barton, Margaret Chase Smith, Helen Keller, Susan B. Anthony, Margaret Mead, Eleanor Roosevelt, Mary McLeod Bethune and Marian Anderson. Grades K-3.

*GREAT WOMEN BIOGRAPHICAL CARDS GAMES. Played like rummy or fish, each deck contains photographs and facts introducing 10 great women in U.S. history. There are three separate sets:

Game I. Foremothers: Susan B. Anthony, Mary Shadd Cary, The Grimke Sisters, Lucretia Mott, Ernestine Rose, Elizabeth Cady Stanton, Lucy Stone, Susette La Flesche Tibbles, Sojourner Truth and Harriet Tubman.

Game II. Founders and Firsts: Clara Barton, Mary McLeod Bethune, Elizabeth Blackwell, Nellie Bly, Antoinette Brown, Amelia Earhart, Emma Goldman, Belva Lockwood, Mary Lyons and Margaret Sanger.

Game III. Poets and Writers: Louisa May Alcott, Emily Dickinson, Margaret Fuller, Charlotte Perkins Gilman, Frances E.W. Harper, Julia Ward Howe, Sarah Orme Jewett, Emma Lazarus, Harriet Beecher Stowe and Phillis Wheatly.
Grades 3-Adult.

OTHER GOOD RESOURCES. Write and ask for catalogs from:

Asian American Materials Catalog, from Japanese American Curriculum Project, 414 East 3rd Ave., P.O. Box 367, San Mateo, CA 94401 (414) 343-9408.

Information Systems Development, Martha Cotera. 1100 East 8th St., Austin, TX 78702 (512) 477-1604. Specializes in Hispanic Women.

Jewish Women's Resource Center, 9 East 69th, New York, NY 10021 (215) 535-5900.

National Archives for Black Women in History: Comprehensive collection of materials about black women throughout U.S. history, travelling exhibits, brochures, booklets, posters and video programs. 1318 Vermont Ave. N.W., Washington, D.C. 20005 (202) 332-9201.

OHOYO Resource Center, 2301 Midwestern Parkway, Ste. 214, Wichita Falls, TX 76308 (817) 692-3841. Specializes in Native American and Alaskan Native Women.

ORAL HISTORY RESOURCES

*WHO DO YOU THINK YOU ARE? Westminster Press, grades 5-12. From your own name and birthdate you are led back to earlier branches of your family tree. Interview, conduct research and chart information. Special advice about searching for Black or Native American ancestors.

*PORTRAITS OF OUR MOTHERS, Grades 4-12. Describes in thorough detail how teachers and students used oral history to learn about women in their families and community. Student projects culminated in a city-wide celebration of National Women's History Week.

*A GRANDPARENT'S BOOK: THOUGHTS, MEMORIES AND HOPES FOR A GRANDCHILD. James Wagen Voord. Beautifully designed workbook format. A comprehensive series of questions are raised to stimulate and record remembrances of the life of a grandparent, or other adult significant in a child's life.

NATIONAL WOMEN'S HISTORY PROJECT RESOURCES

CLASSROOM UNITS

Specially designed in accordance with social studies guidelines, these units each include six biographies and illustrations of women representing the five major ethnic groups and disabled women: Also included are a mixture of classroom and individual activities, language and math exercises and personal history booklets.

MYSELF AND WOMEN HEROES IN MY WORLD: KINDERGARTEN includes biographies and activities about the lives of Queen Liliuokalani, Sojourner Truth, Sonia Manzano, Maria Tallchief, Amelia Earhart and Harriet Tubman.

WOMEN AT WORK, HOME AND SCHOOL: FIRST GRADE includes biographies and activities about the lives of Mary McLeod Bethune, Nancy Lopez, Chien-Shiung Wu, Susan LaFlesche, Rachel Carson and Dorothea Lange.

WOMEN AS MEMBERS OF COMMUNITIES: THIRD GRADE includes biographies and activities about the lives of Shirley Chisholm, Carmen Delgado Votaw, March Fong Eu, Sarah Winnemucca, Abigail Adams and Helen Keller.

OTHER RESOURCES

WOMEN'S HISTORY CURRICULUM GUIDE Ideal starting point for educators unfamiliar with the history of women in the United States. Designed for elementary and secondary use, this cross-cultural guide is packed with introductory information and suggestions to help develop classroom activities, puppets/paper dolls, research and discussion questions, as well as recommended supplementary print and non-print resources.

NATIONAL WOMEN'S HISTORY WEEK PROJECT LESSON PLAN SETS 1776, 1849, 1920. What were the women doing during the decades before and after these watershed periods in U.S. history? This color coded set provides interesting activity ideas, comprehensive multi-cultural chronologies, and recommended, directly related print, audio and visual resources for both elementary and secondary classes in annotated bibliographies.

WOMEN'S HISTORY ESSAY CONTEST GUIDE School essay contests are a tremendously successful way to promote the serious consideration of the lives of women. They also provide a marvelous vehicle for school/community integration in program initiation and cooperation. Includes sample letters to send, press releases, forms and certificates, keyed to an effective timeline.

ELEANOR ROOSEVELT KIT In honor of the Eleanor Roosevelt Centennial, we offer this set of materials designed to assist elementary students in discovering the contribution of Eleanor Roosevelt to our country and to the world. Kit Contents: 11" x 17" poster of Eleanor Roosevelt, 2 page biography, language arts activities, crossword puzzle, recommended resources, suggested activities, teacher's pages.

HARRIET TUBMAN GAME AND STUDY SET Explore the daring life of Harriet Tubman who led slaves North to their freedom along the "Underground Railroad". Includes a 20" x 26" black line game board (suitable for coloring and laminating) of her route, 2 page biography, discussion questions, song sheet, activity suggestions and bibliography of related sources.

QUILTING AS A TRADITION WOMAN'S ART FORM: A KIT Complete materials for a very interesting, informative unit on quilting as a traditional women's art form.

An extensive catalog of other women's history resources for classroom use is available from:

The National Women's History Project
P.O. Box 3716
Santa Rosa, CA 95402
(707) 526-5974

NATIONAL WOMEN'S HISTORY PROJECT

This unit is representative of the many types of curriculum materials developed by the National Women's History Project for use at all grade levels. Our Project exists solely to promote a multi-cultural awareness of women's history in schools and communities nationwide. We are delighted with the public response to our efforts.

"National Women's History Week", originated by members of this Project, has become a regular feature on school, workplace and community calendars. Many cities and several states have begun to celebrate March as "Women's History Month", the next logical step for this observance.

The Women's History Network, coordinated out of our office, includes hundreds of individual and group participants working together across the country to write women back into history. A quarterly newsletter keeps current information in circulation; directories make each participant accessible to the others.

The Women's History Resource Service, also operating from the Project office, has been expanding rapidly since its inception in 1983. Through its Resource Catalog a plethora of classroom materials—books, records, games and more!—are available by mail order.

Throughout the year the four of us present information to groups outside our home state of California, at history and curriculum conferences, workplace organizing meetings and teacher in-service training sessions. Our annual June training session in California draws educator and community activists from around the nation.

Continuous expansion of our Resource Service is a necessary part of our plan for financial self-sufficiency. We are a non-profit, educational corporation; your donations above the price of the items ordered are tax deductible, and will greatly facilitate our organizing work.

It is our hope that the services and materials we offer will be a useful resource and support for your efforts to write women back into history.

The National Women's History Project staff